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A survey was conducted to provide information of use to school administrators as they plan for initial or continued use of paraprofessional personnel. A questionnaire was developed for use in interviews with 63 principals, supervising teachers and librarians, and teacher aides in 17 randomly selected Texas school districts in the GUSREDA (Gulf School Research Development Association) area. Aims were to determine what teacher aides do; what type of assignments prove most effective; whether specific tasks can be performed as well by aides as by teachers; how aides support the learning process and whether they have a positive effect on it; whether it is possible for aides and certified teachers to work together effectively in planning and improving the learning process; whether or not they can successfully perform their duties without special training; and whether definitive job descriptions should be established. (Included in the presentation and interpretive discussion of data are sections on (1) the aide programs: duties, qualifications, recruitment, selection, assignment, training, conditions of employment, and how aides view their role; (2) critical issues: administrative, interpersonal, behavioral; and (3) conclusions: defining the role of aides, training and utilizing them, and funding the program. The interview questionnaire is included.) (JS)

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PARAMETERS OF THE TEACHER AIDE ROLE:

A Study of Teacher Aides in Selected Gulf Coast School Districts

Final Report
Prepared for the Study Commission

by

Ruth DeHart
Graduate Research Assistant

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FOREWORD

Since implementation of the Elementary and Secondary Education Act of 1965, educational literature has included numerous articles describing the teacher aide program and the use of many types of paraprofessional personnel. These articles reveal a wide variety of practices relating to such aspects of the program as role, objectives, assignments, qualifications, training, recruitment, and financing.

Increasing numbers of paraprofessional personnel are being employed in the schools of the Texas Gulf Coast area, as well as nationally. As a result, the membership of GUSREDA requested that a research study be conducted to provide current and factual information based on the experiences of member school districts operating teacher aide programs. Mrs. Ruth DeHart, a graduate research assistant in the Department of Administration and Supervision, College of Education, University of Houston was assigned to the project, to gather data, conduct the research, and prepare a report.

This publication reflects the data gathered by the researcher in 17 of the GUSREDA school districts during the 1967-68 school year. It is hoped that the publication will be of service to all school administrators as they plan for initial or continued use of paraprofessional personnel.

V. J. Kennedy
Executive Secretary

January 1969

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I. THE STUDY

The employment in school systems of teacher aides is not innovative. The practice is widespread and a number of convergent forces have contributed to a marked increase during the last five years in the number of teacher and library aides working in the schools. The forces bringing about this expansion of auxiliary or paraprofessional programs include: (1) the ever changing and expanding needs for school services, (2) the acute shortages of trained professionals to meet these needs, (3) new dimensions in education, resulting in a more complex and demanding role for teachers, (4) an increased awareness of the learning needs of children, and (5) Federal aid to educational programs such as Title I of ESEA.

Purpose of the Study

The purpose of this study was to determine the parameters of the teacher aide role in order to better utilize this auxiliary personnel in the school situation. It is hoped that informed and cooperative planning of teacher aide programs in schools based on an understanding of the parameters of the teacher aide role, will resolve some of the difficulties that arise when certain preconditions to teacher aide utilization are not established.

The investigation was based on the following purposes accepted for the study:

1. To determine as accurately as possible from observation and from interviews with principals, cooperating teachers, and teacher aides exactly what teacher aides <u>can</u> <u>do</u>.

   a. Are teacher aides capable of preparing lesson material? Developing bulletin board materials? Grading papers? Computing grade averages?

   b. Or, are teacher aides capable only of drilling pupils following teacher instruction and using prepared materials?

2. To determine what type of assignments prove most effective in a teacher aide program.

3. To determine whether specific individual tasks can be performed as well by teacher aides as by teachers.

4. To determine in exactly what ways teacher aides support the learning process.

5. To determine on the basis of hard data whether aides have a positive effect on the learning process.

   a. Do children learn more in school districts that have a teacher aide program in operation?

   b. Does the amount of released time gained by teachers through the use of teacher aides improve teacher efficiency in actual instruction, and/or in preparation for instruction, or in coverage of additional material?

6. To determine whether it is possible for teacher aides and certified teachers to work together effectively in planning and improving the learning process.

7. To determine whether teacher aides can successfully perform their assigned duties without special training; or whether a teacher aide training program is necessary to effectuate maximum productive output.

8. To determine whether a definitive role and responsibility job description should be established for teacher aides.

Study Technique

The investigator developed an interview questionnaire to be used in the interviews with school personnel in 17 Texas Gulf Coast School Districts. (See Appendix, page 39). The questionnaire is in three parts described to: (1) the principal, (2) the supervising teacher or librarian, and (3) to the teacher aide. The questions asked related to the role played by each of these in the teacher aide program. Two directors of federal programs, two assistant superintendents for instructional services, and one supervising secretary-clerk were interviewed in those districts where the school situation warranted such interviews. The numbers of different personnel interviewed are shown by these figures:

SCHOOL PERSONNEL INTERVIEWED

Personnel	Number Interviewed
Principals (eight principals supervise aides)	20
Directors of Federal Programs	2
Library Supervisors	4
Assistant Superintendents for Instructional Services	2
Supervising Teachers	7
Supervising Secretary-Clerks	1
Aides	27

At least three persons were interviewed in each school: the principal, the supervising librarian or teacher, and the teacher aide, except in those cases where the school had only one teacher aide and the principal was also the supervisor. In schools where the principal was also the supervisor and there was more than one aide, two aides were interviewed. In certain schools, more than one aide was interviewed if individual aides were assigned to different grades or to different tasks. In other schools, both a library aide and a teacher aide were interviewed.

The superintendent in each of the 17 randomly selected districts was contacted for permission to visit a school in his district where aides are employed. The superintendents selected the school or schools to be visited: 17 elementary schools, 2 junior high schools, and 1 senior high school. One center was visited. The selected schools have wide ranges of socioeconomic levels.

The interviewed school personnel were cooperative not only in detailing the requested hard data, but also in expressing points of view with regard to the parameters of teacher aides based on the roles teacher aides play in the school and viewed from their own personal dimensions.

Upon completion of the interviews in each district, the investigator compiled and categorized the detailed field notes and the recorded personal observations. The report is based upon these materials.

II. THE TEACHER AIDE PROGRAM IN SELECTED SCHOOLS

What Are Teacher Aides? - A Definition

In the 17 districts surveyed, teacher aides are adults living in the local community who are not certified teachers but who are employed at schools on a paid basis. They are given assignments designed to relieve certified classroom teachers of duties considered necessary but nonprofessional in nature.

Aides may be categorized according to function as follows:

Teacher Aide (instructional). The aide is assigned to a teacher or teachers, to a grade or grades, or to a special program. Task assignments directly support the instructional program and are carried out in the classroom under the supervision and guidance of a teacher or teachers.

Teacher Aide (clerical). The aide is assigned to the entire teaching staff of the school. She maintains her work area in or adjoining the principal's office, in the secretary's and/or clerk's office, in a room assigned to her, or in the teachers' workroom. Assignments indirectly support the classroom instructional program and consist of typing, mimeographing, filing, etc. The work is brought to the aide by the staff.

Teacher Aide (instructional and community service). The aide is assigned to a special program with a designated teacher or teachers, and, under teacher supervision, carries out tasks in the classroom. Liaison duties between school and family are carried out through home visits and through specific services rendered to family and child which are considered to be important in support of home-family-student-school relationships.

Teacher Aide (in charge of a class and/or classes, with teacher duties and teacher responsibilities). In certain situations considered unique by the school, the aide, under the guidance of a subject area teacher or a classroom teacher in the same school, assumes teacher duties and teacher responsibilities, performing tasks normally assigned to a certified classroom teacher.

Library Aides. The aide assists the certified librarian at the school, or takes over the duties and responsibilities of a certified librarian in a school where there is none assigned. Task assignments directly support the library program and are carried out in the library. The aide relieves certified classroom teachers of the class circulation duties in the library which they generally perform themselves in the absence of an aide.

A precise definition of a teacher or library aide in the school districts surveyed would be impractical as well as being almost impossible. Those responsible for the school's instructional program feel that the definition of an aide should be open-ended and that it should fan out to encompass anyone who is paid to accept assignments that directly or indirectly relieve certified teachers of duties that are considered to be important but are nonprofessional in character. Nonprofessional duties are often time-consuming, making serious inroads on a teacher's workday and depleting her efficiency.

Although on occasion categorization lines may overlap and, for example, an instructional aide may function in the capacity of a clerical aide, generally speaking the five defined functional categories delineate what teacher aides are in the surveyed schools.

The total number of aides in the selected schools, the number in each category, and the number interviewed are shown by the following data:

TEACHER AIDES IN SELECTED SCHOOLS

Category	Number in Schools	Number Interviewed
Teacher Aides (Instructional)	17)	14
Teacher Aides (Clerical)	9)	
Teacher Aides (Instructional and Community Service Assignments)	4	4
Teacher Aides (In charge of a class and/or classes, with teacher duties and responsibilities	2	2
Library Aides	7	7
Totals	39	27

WHO ARE TEACHER AIDES? - COMMUNITY PERSPECTIVE

Who are the aides in the surveyed districts? What are they like? Can a composite picture be made of the 27 who were interviewed? The following data are presented in answer to these questions:

DESCRIPTION OF INTERVIEWED TEACHER AIDES

Description	Number
Female aides	27
Male aides	0
Married aides	26
Unmarried aides	1
Married aides with children	26
Average number children per aide	2
Aides with previous employment experience involving children	4
Aides with church or organization experience involving children	26
Aides who live in the community served by the school	27
Age range 25-50	27

The data reveal that the composite Gulf Coast school aide is female, married, with two children, and living in the community served by the school in which she works. She is between 25-50 years old and has had some involvement in working with children either through employment (secretary in a school office, Project Head Start, etc.) or through work in church school teaching, scouting, etc.

With unanimity, the aides express feelings of fulfillment at being able to do something beneficial and constructive. They all point out that they are able to serve their communities in very positive ways through their schools. As parents and as community residents they believe they afford a bridge between the school and the community. They indicate that their nonprofessional status makes it possible for them in informal ways--at the grocery store, at church, at the scout meeting, over the backyard fence, to clarify the school's point of view to other parents. Teachers and administrators who were interviewed indicated that aides can and do help mobilize community support for school objectives through informal public relations.

Teacher Aides View Their Role

Serious about their jobs, aides see themselves not as extraneous and temporary adjuncts to their school system but as an integral part of that system, important to its goals and objectives. Most aides agree that the vital ingredient for success in the teacher aide career is her personal attitude toward life and her professional attitude toward her job. The professional attitude can be instilled through training only if a positive personal attitude is brought to

the training. The aide's interests, likes and dislikes, strengths and weaknesses, her life experience, personality, and personal attitude seem to her to be more important in determining the kind of aide she will be than the training program, her school assignment, or any other single factor.

Aides believe that to be successful on the job they must be willing. cooperative, enthusiastic, eager to help and willing to learn, adaptable, versatile, flexible, talented, reliable, kind, and gentle. They feel it is important to use initiative, accept suggestions readily, set a good example for children, love children, and generally, be as interested in what is going on as the teacher or the librarian.

Aides freely expressed the expectations they held for their role and the dimensions of that role. The following excerpts from interviews express the opinions of 23 of the interviewed aides and furnish insights into their satisfactions and dissatisfactions:

"An aide should be flexible and even-tempered, friendly with the children and have an interest in them. I love being an aide. I didn't know the work could be such a pleasure. They leave it up to you to set up the work - so long as it's right. They don't say 'I want it this way or that way.' It gives you a feeling you're doing something. It makes me proud when I do something exceptionally well. My work has such variety. I learn a great deal as I do it. It's interesting to see how the children progress as they go up from grade to grade as I type the different units of work in each subject. I feel that I am helping the children. If I can do anything to help the teachers help the children, I feel I am doing a good job and that I've accomplished a great deal."

"It might be helpful to us if teachers told us <u>exactly</u> when they needed the material they assign to be prepared. It would help us organize the work better."

"I am given some opportunity to express my ideas and demonstrate my creativity, but not as much as I'd like to. Opportunity is never afforded to get together with my teachers to discuss ideas. It's just a hit and miss thing. I think that teachers must be educated to know how to use aides to make them useful most of the time. My first grade teacher is marvelous, terrific with the children, and busy all the time. But she is not as well organized as some of the teachers. Her lesson plans are not

formally structured and I do not know in advance of each day exactly what I am going to do. The fifth grade teacher has lesson plans for her aide as well as for herself and assigns her aide specific and detailed duties to perform."

"An aide must have greater opportunity to work more often and more closely with individual children, especially slow learners. Teacher aides in the future will be screened very closely for two vital qualifications: they must like to work with children; and they must be flexible with people.

"Being in the classroom with the children is very important. The children like us. Our presence makes the children behave better in the classroom."

"We are a liaison bond between the school and the family. Besides the liaison aspect, there is the friendship aspect. I am a mother, too, and I want to help. We represent the school and the school's philosophy, but, as parents, we consider their feelings, too. We don't take sides. We've been able to establish a good relation between the home and the school. There are some people who would never go to a school until we go to the home."

"I enjoy my work. An aide should be able to get along with teachers and not flare up over something that is said or something you are asked to do. Teacher aide work is different each day. I'm not bored. I like being around children and working with teachers. I like my job. Flexibility of nature and a calm disposition help. It's important to keep everything that happens at school <u>at school</u> - don't take it home with you. Listen to tales but don't carry them is my motto. If a teacher gets angry at you, don't get angry, too. Be neutral. Do what you are asked to do. It's helpful to have a personality that lets you get along with all kinds and types of people."

"The teacher aide assignment takes a well-rounded personality. You should like people, get along well with them, and not mind taking instructions. One must be understanding and know that teachers are under pressure. Teachers are used to giving instructions and having them followed. An aide mustn't be hurt when a teacher says 'Do this now.'

It is wise to generally keep your mouth shut. I feel that I'm making a contribution when I release a teacher to do preparation for teaching."

"An aide must try to have a pleasing personality. She must be flexible and she must like children. When I first came to this school 2½ years ago, I worked with another teacher who was excellent but different from the teacher with whom I'm working now. She wanted me to help her in the instructional work and I checked the SRA work under this teacher's direction. My present teacher, however, likes to check her own work. It depends on the teacher and on what she wants you as an aide to do. I'm here to please, after all. It all depends on the teachers' particular method of teaching."

"I like this job better than any job I have ever done. I try to do something for each teacher each week. A teacher aide must learn to like something about each teacher. Always try to speak to the teachers <u>first</u>, and smile. Teachers can talk to us and it helps them release any tensions or whatever's bothering them. It took awhile for the teachers to realize that I was here to do things for them."

"Teacher and library aides must be flexible. They must be able to adapt. No teacher will be the same as another. With 30 teachers you have to walk in the middle of the road."

"Being an aide is very satisfying. I'm sure of one thing though. If you're not tuned in right, you won't be happy with this work."

"A teacher aide should be respected by the teacher. The aide must realize that she is not a trained teacher. An aide should love the children. An aide's duties are to the children. I try to do what teachers want done, but the children's needs come first."

"The children are a challenge to me. I feel that I am doing something worthwhile. I'm proud that this is the first year that the children in this school have gotten to check out books."

"I would like to be allowed to do more than I am doing here. I love to be creative, to be able to make maps and things like that. But teachers don't seem to desire it here. When I work in the elementary school I'm given more leeway to use my own ideas. The teachers don't seem to have a need here for what I like to do."

"You have to be able to think along children's levels. You have to know how to choose books for children and you must encourage children to read. I enjoy the time arrangement I work as an aide and I enjoy the school holidays for I can be home with my children then. An aide must have a pleasant personality; that is vital. A pleasant personality merits respect and allows children to really enjoy reading. Library aides have a permanent place in the school district. They enable the libary to stay open full-time."

"I think library aides must have a concern, understanding, and love for children. This is a one-to-one relationship. The aide's job provides people who love school work but are not educated to teach children, a chance to work with and be with children. The aide's job involves no responsibilities after school and no homework."

"I believe an aide has to be an alert person, constantly looking for new and better ways of serving the children in the school."

"Can a teacher aide teach successfully? Some could and some couldn't. It's the same as with regular teachers. We do not call our class a remedial class. We call it a special class - and only special children come to it."

"An aide must be very understanding and very patient, especially for the very slow children. You must love each child for the one thing they can learn best. You learn to understand that they can't learn more than they do."

"I do not think that an aide should try to teach children when she is not qualified to teach. An aide should only carry out the teacher's assignments. My work is different each day every day, and I have to be flexible and adjust myself to the work to do it well."

Duties and Qualifications of Teacher Aides

What Aides Actually do on the Job

In the 21 schools surveyed, what do aides actually do on the job?

The following list delineates the actual task assignments carried out by teacher aides and library aides. There is no significance to the order in which assignments are listed or to the number of aides who do any particular task. The only inference to be drawn from the list is that, in making assignments to aides, individual schools consider the following jobs important to the relief of teachers from duties which are nonprofessional but which are required of them.

TEACHER AIDE DUTIES

Reading and telling stories to small groups of children
Working with small groups of children in phonics and word recognition drill (e.g., flashing word cards, etc.)
Working with small groups of children in number recognition drill (e.g., flashing number cards, etc.)
Helping a child or a small group of children practice formation of letters after the teacher has taught the lesson
Checking and scoring workbooks following teacher direction
Developing experience charts following teacher direction
Scoring objective tests
Keeping anectodal records of specific children to be used by the classroom teacher in parent conferences
Answering the telephone in the school office
Delivering telephone messages
Locating parents when they are needed
Assisting the secretary in the principal's office
Collecting money (e.g., lunch, milk, etc.)
Carrying out housekeeping chores in the classroom
Preparing and arranging bulletin board material following teacher direction
Making change and selling pencils
Keeping attendance records
Transferring test scores on permanent record cards
Supervising children on the playground
Supervising children during the lunch period

Helping children get cold drinks in the lunchroom
Supervising children in the hallways
Administering first aid
Helping with children's clothing
Helping with discipline in the classroom
Supervising bus loading and unloading
Riding on bus with children
Locating and preparing materials for units of work
Setting up audiovisual aids
Operating audiovisual aids
Typing ditto and mimeograph copy
Duplicating ditto and mimeograph copy
Supervising study groups
Inventorying books and supplies
Making posters and charts
Laminating
Making transparencies
Using the dry mount press
Running errands
Ordering materials
Recording teacher-evaluated grades
Typing lists of dropouts, new enrollees, etc. in highly mobile communities (e.g., maintaining class lists)
Keeping records of paper, pencils, etc. and books which children use or take home (e.g., Title I programs)
Entering information on cumulative records (e.g., dates, tests taken, etc.)
Selling lunch tickets
Making out lunch reports (e.g., Federal lunch program)
Writing letters to parents delinquent in lunch payments
Taking money to the bank
Preparing transfer cards
Keeping files of children's work
Securing pictures, books, art supplies, and other illustrated materials for lessons taught by teacher
Making instructional aids
Arranging materials for classroom lessons
Preparing classroom displays
Making charts planned by teachers
Mixing paints and preparing art materials
Making entries prepared by teacher on chalkboard
Handling routine interruptions (e.g., notes from the office or from teachers, messages, etc.)
Assisting the teacher in checking to see if seatwork activities are completed
Checking to see that written assignments are handed in
Assisting teacher in checking books during library periods, filing distribution cards and caring for room library
Reminding children of assignments

Repeating teacher-prepared instructions
Reporting lack of understanding to the teacher with regard to directions or assignments
Helping children understand and follow directions
Assisting in showing films and slides
Assisting on field trips
Distributing work planned by the teacher to individual children or to groups
Organizing and assembling picture files for both child and teacher use
Issuing and collecting textbooks
Relieving the teacher in an emergency by temporarily taking charge of the classroom

LIBRARY AIDE DUTIES

Checking books in and out
Filing circulation cards, catalog cards, and shelf lists
Assisting in inventorying books, etc.
Assisting in ordering books, periodicals, etc.
Preparing books and magazines for circulation
Preparing the charge desk for daily use
Making out cards for new books
Taking attendance (e.g., records of number of classes, grades, etc.)
Helping to guide students in the use of library materials
Checking mail
Processing books (e.g., invoices, etc.)
Processing films
Sending overdue notices and collecting fines
Taking care of clerical work for the library (i.e., replacing cards and labels, making new cards, making masters and transparencies, etc.)
Supervising study areas in the library
Preparing bulletin boards in the library
Assuming housekeeping duties in the library
Shelving books
Ordering films and filmstrips
Keeping records of audiovisual aids (e.g., scheduling, etc.)
Ordering books, slides, and transparencies at teachers' requests
Mending and repairing books, periodicals, etc.

Since aides <u>can</u> and <u>do perform</u> all these tasks, our question then must be: How do these variables stretch along a continuum and what does this tell us? The indicated input variables range along a continuum from high to low, HIGH indicating the greatest proportion of assigned tasks and LOW implying the minimum number of assigned

tasks in each specified area. The task position on the continuum indicates the importance attached to it by supervisors in making assignments.

For teacher aide

HIGH: Instructional-related clerical duties
Classroom assignments working with children
Supervision

MIDDLE: Relieving teacher in emergencies
Bulletin boards
Making instructional aids
Audiovisual
School community duties

LOW: Discipline
Recording grades
Classroom climate
First aid
Teacher responsibility

For library aide

HIGH: Circulation duties
Library-related clerical duties

MIDDLE: Bulletin boards
Ordering and processing books, etc.

LOW: Library maintenance - housekeeping duties (watering plants, dusting shelves, arranging furniture, etc.)

Attention should be directed here to the fact than an increase in the number of aides working at each school might change but would not necessarily change the continuum. For example, every principal interviewed indicated that he could utilize to maximum benefit to this school the services of more aides than he has at present. But at the same time, no radical changes were indicated in the way in which more aides would be used. If, for example, a principal believes that aides are most useful to his school situation by being assigned to duties in the classroom, then if he has one aide, he will assign her to a remedial program. If he had six aides, he would assign one aide to a grade level, scheduling her work amongst the teachers at that particular grade level. However, principals with one aide whose services are employed in instructional-related clerical duties, have indicated that an increase in the number of aides assigned to their school would allow them to plan a more effective program of assistance to teachers in the classroom situation.

It is important here to note that although the degree of proficiency with which each job is done is dependent upon many factors, not the least important of which is the unique make-up of individual aides, an impressive majority of principals, supervising teachers, and supervising librarians expressed pleasure and appreciation for the quality of the work that aides do, especially in view of the fact that the program is still rather new in the surveyed schools.

Administrators and aides state that continued experience with aides in their schools plus shared information on aide utilization among school districts will significantly improve present programs and will facilitate the development of new top quality aide programs specifically designed to meet the needs of the Gulf Coast area schools in the immediate future.

Qualifications Necessary for Teacher Aides

Policy with regard to qualifications for employing aides is flexible rather than specific, and administrators want it to remain that way. Major criteria used in screening applicants have to do with personality traits, the judgment of which is subjective and consequently depends in large measure upon who conducts the interviews.

Educational requirements for aides seem to depend not only upon the socioeconomic level of the particular community but also upon the particular duties and responsibilities for which they are employed. For example, in one school district the teacher aide is employed "solely and only in the corrective reading facet of the Title I program." Teacher aides are placed in the schools in the poverty areas of the district and each aide serves a corrective reading teacher in one school. Students preparing for a degree in elementary education are selected as teacher aides and the students' college schedules are arranged to accommodate the time schedule at the schools.

The administrator who supervises this program gave some insight into the philosophy behind this procedure:

> (For a teacher aide) . . . I look for a student studying to be an elementary teacher, and this is why. A student training to be an elementary teacher would be more beneficial to us because she is in the process of learning teaching and she can bring ideas to us since this is her chosen field. I am interested in producing good elementary teachers for the

future training of children. The aide's experiences in the teaching process will give her experience in this field while she is training to be a teacher at the same time. I also look for clerical skills such as typing. Aides must be interested in children; they must want to be part of a program that assists children in learning; and they must be persons who can communicate with teachers and with children on both levels.

Administrators were unanimous in asserting that aides should be at least high school graduates and that they should be mature, versatile, and resourceful adults.

The educational qualifications of the teacher aides in the selected schools are as follows:

TEACHER AIDE QUALIFICATIONS

High School Diploma	23
High School Diploma and Business School Training	5
Some Senior College	8
Some Junior College	2
Baccalaureate Degree	1

Qualifications indicated by respondents in the 17 surveyed districts as being necessary for aide employment are:

1. An earned minimum of a high school diploma.

2. A sense of orderliness and an ability to work within a routine and yet be flexible and undisturbed by change.

3. Ability to work under the supervision of the classroom teacher. (Note: Administrators consider the interview the best means of securing this information. They insist on personally interviewing and drawing out the applicant for any aide position in their school. They hold that while an aide devoid of initiative will not be much assistance to a teacher, neither will one who is prone to act on her own without the advice and direction of the teacher be effective. Administrators believe that this understanding is extremely important to productive teacher-aide relations.)

4. Self-confidence and a sense of humor.

5. Common sense and good judgment in order to cope with myriad emergencies which arise and the foresight to anticipate possible emergencies.

6. Ability to assume responsibility.

7. Ability to make mature judgments and reflect mature reactions.

8. An abundance of physical energy and good health.

9. Ability to remain calm and not become easily distressed or upset.

10. Self-reliance and the ability to feel secure in working with professional personnel.

11. A pleasing voice that is gentle but projects authority.

12. Good moral character.

13. Ability and desire to understand children, love children, and work with children.

14. Neat appearance.

15. A good command of the English language, free of major dialectical handicaps and problems that can be transmitted to children (One administrator expressed it thus: An aide must be the best possible model for children.)

16. Ability to prepare and maintain clerical records and reports (Commericial or business school training is considered an asset for aides who are assigned such duties as typing, duplicating, and recordkeeping.)

17. Ability to spell correctly and make simple arithmetic computations.

18. Ability to understand and follow oral and written directions.

19. Ability to do research for teachers.

20. Ability to relieve the teacher of such tasks as may be routinely assigned by the teacher.

21. Ability to deal with pupils, parents, and the public in a courteous and tactful manner.

22. Ability to work harmoniously with fellow employees.

23. Ability to have insights into the personality problems of others.

24. A willingness to work.

25. Considerate and thoughtful.

26. Alert and seeking for ways to serve teachers and children.

27. Cooperative.

28. Receptive and responsive to learning things.

29. A resident and a member of the community with knowledge of and access to community resources.

30. Initiative.

31. Ability to communicate.

32. Good family background.

33. Patience.

Administrators believe that minimum standards should be set for the aide position and then, as circumstances warrant, standards can be raised. For example, in a situation where a school system plans to employ high school graduates, and individuals with some college training are interested. If the qualifications of these individuals match the needs of the job description, they should be employed. However, problems of overeducation for the aide position sometimes arise. Principals pointed out that previous teaching experiences does not guarantee that an aide knows how to work with either individuals or small groups or that basic educational principles are remembered. Said one administrator: "There are some college degree people who would not fit my picture of a successful teacher aide at all." Administrators stated that schools should not utilize the centralized concept of selection of school personnel, but instead each aide who is interviewed should have the proper qualifications for the particular position for which she is to be employed.

In the surveyed schools, aides reside in the neighborhood of the school in which they work. A majority of the aides are mothers whose duty hours parallel those of their children in school. Aides and administrators concur in their belief that because of aide membership in the local community and because of their nonprofessional status in the school they are in a unique position to explain such questions as (1) what the valuation on the report card means;

(2) what the school expects in the way of attendance and written absentee notes; (3) what the school's policy is with regard to clothing; (4) what the money the child says he needs is for; (5) why parents ought to go to school when the teacher sends for them; (6) why it is important that parents attend scheduled school functions; (7) why parents must send their children to school regularly and on time; and (8) why it is vital to keep children in school until they graduate.

Recruitment, Selection, and Assignment

In the 17 school districts visited administrators report that recruiting and selecting paid teacher aides and library aides have not been major problems. In fact, they state that it is not necessary to formally recruit but that "word of mouth" advertising brings them the greatest number of aides. In most cases, districts reported that they have more applicants for aide jobs than they have openings. Often a teacher aide encourages a friend to apply for a similar position; or a friend or a neighbor who is a teacher urges a likely candidate to apply for an aide job. Federal projects as well as local colleges are sources for aide supply. Other methods used are publicity in neighborhood centers, in newspapers, or at PTA meetings.

Selection of Teacher Aides

Administrators who are given the responsibility of aide selection state that in order to select the best aide for a particular assignment, each school system needs to establish criteria for selection geared to the special needs of that system. These should include educational level desired, technical skills needed, such as typing if required, and a basis for forming an opinion of the applicant in relation to the personal characteristics desirable for the job.

Administrators further report that those who interview aides for employment should have an outlined interview form to follow in order to secure consistent and detailed information that will enable them to choose judiciously among the applicants. Such an interview form should contain comments about the applicant's personal traits such as poise, tact, courtesy, enthusiasm, friendliness, and appearance; the ability to express ideas such as voice, command of English, and articulation; experience and background in working with children; specific competencies such as clerical, art, and music; a sound "basic" education; and information received from references who are contacted.

In 20 of the 21 schools visited, the prospective aide was interviewed by the principal alone. In the other school, decision with regard to employing the prospective aide was made jointly by the principal and the teachers with whom the aide was to work. In explaining the philosophy behind his policy, this principal pointed out that team personnel must be compatible and if the aide is to work with teachers, he believed it was a good idea to have teachers assist in interviewing all individuals being considered. Furthermore, following this procedure would not only help to forestall personality conflicts bewteen individuals who may be spending the full school day in one classroom, but if the teachers have a voice in the selection of the aide, they will be better prepared to utilize the aide's services.

Comments made by administrators give interesting insight into decision-making philosophy in the recruitment and selection of aides:

> "Anyone who took the job of aide would have a special interest in children ... The secret is to screen the aides when they are interviewed and to let your teachers screen them and then determine if this person is the type of person who can be the right kind of model with children and act well with children. It's kind of a behavioral thing."

> "I looked for an aide with a pleasing personality together with a love for children and a desire to work with children and also a flexible, cooperative attitude ... In the particular job I needed filled I found that candidates with a college degree had preconceived ideas of what they wanted to do and wanted to tell me how to run my program."

> "I would not hire a woman who had too many biases. ... I don't want someone who would take over the leadership role."

> "They (aides) had to be mature people who had had many experiences with children and adults, emotionally secure people who had had contact with the public through church and civic work. Their skills had to be in the area of human relations, effectiveness in dealing with people, both children and parents. Clerical skills were minimal."

> "I look for an awareness of human behavior. We ask pretty direct questions in the initial interview which indicate whether they have this ... We look

for practice in working with people. Skills can be learned but this cannot ... broad based skills are needed ... ability to identify with the role they would have to play."

"I think it is advisable for the aide to be a member of the community whose school she serves."

"The aide should have a pleasing appearance and be neat in general ... I have seen some aides that I would not want to work with ... I couldn't have an abrupt person here because she works with the children."

"When I found out how close she (the aide) was to a degree I considered it a tremendous factor ... I was interested in her personality and the kind of interpersonal relations she would maintain ... a sort of idiographic dimension."

Assignments of Teacher Aides

The varied assignments of aides as revealed by the interviews offer insights into the complexity of the selection of aides. In the schools surveyed aides were assigned to (1) a designated grade level; (2) duties involving library work and general assistance to the principal; (3) clerical work for principal and teachers; (4) library duties and clerical aid to teachers; (5) a remedial reading program for 4th, 5th, and 6th grade; (6) the teaching of physical education (under teacher supervision) for grades 3, 4, and 5; (7) clerical help for teachers and relief of teachers of extracurricular activities (such as hallway, lunchroom, and playground supervision and bus loading and unloading); and (8) library duty or to special programs such as preschool classes, community-school relations, educable mentally retarded, and basic and applied skills.

Administrators concur that flexibility in aide assignment is imperative and insist that it must remain the prerogative of the local school decision-maker to determine exactly what the task areas will be. They believe that there is danger in trying to pinpoint in too great detail the functions teacher and library aides are to perform and in attempting to formalize a job description statement of the duties, qualifications, and responsibilities of an aide. While they affirm that there is definite purpose in not prescribing the specific pattern according to which aides must work, they do acknowledge that a job description is useful when the work of an aide is structured as well as when aides are employed.

Training and Conditions of Employment

The answers to the questions concerning training of aides and the conditions of their employment are as varied as have been those to the questions concerning qualifications, selection, and assignment. Training and conditions of employment should naturally depend largely on job assignments (as to whether the aide is to be a clerical aide, a library aide, an instructional aide, or a combination of any two or all three).

Training of Teacher Aides

Of the 27 aides interviewed, only 5 had been through a formal training program of any kind. Fifteen aides had been trained by the principal of the school to which they were assigned. One aide was trained by the teacher with whom she worked. Six aides, employed as library aides, had been trained by the certified librarian at the school or by an itinerant certified librarian.

Administrators and staff agreed that most of an aide's training should be on-the-job, either in the school or in the classroom, or in the case of a library aide, in the library. Consensus is that "there is no substitute for on-the-job training." Staff interviewed informed the investigator that for the aide so trained, the reality of teaching becomes a backdrop of discussion and a basis for study of ways to support the teacher.

Staff opinion is that most of the wide variety of tasks which aides perform are peculiarly unique in the special way in which they are carried out in each school. Within the 17 districts, feeling is very strong that for most effective performance aides should be trained in the school where they will work. Although workshops are considered valuable for training aides in skill tasks, only four administrators stated that they were in favor of a district-wide training program for aides.

What do aides say about their training? They are ready for as much training as is considered necessary for them to perform at top capacity. They feel they should play a major role in that training and expressed some anxiety and insecurity with respect to the structure, organization, and content of that training. Some aides stated that their training was inadequate and that learning came about through doing. Aides were generally in favor of workshop training "if they did useful things that would help me."

In all the schools involved in the study, observations by the investigator indicate that the stronger, more secure, and skilled were the principal and/or the teacher or teachers with whom the aide worked, the more effective and successful was the aide.

Conditions of Employment

Assigned workspace. Three teacher aides commented on lack of space to work during the time reserved for clerical tasks. In only one school was a small, quiet room provided solely for such jobs. Aides work in teachers' workrooms when they are not working in the classrooms. In those districts where the aide is not assigned work in a classroom with a teacher, space is provided in the area where the school secretary and the school clerk work. Aides believe they function more effectively and experience greater satisfaction on the job when they have an assigned place to which they can go to do paperwork.

Hours of employment. Some aides work full time, spending virtually the same hours at the school that teachers do. They state that there is a decided advantage to working full time. for being at school every day all day helps them identify with school program and build their skills and abilities needed in performance of their duties. Other aides who work part time state that because of family or other obligations this arrangement is best for them.

Salaries and fringe benefits. Employment arrangements in the surveyed school districts depend on the needs of the local schools, the scope and nature of the programs planned, and the funds available to finance them. Sixteen of the 17 districts finance their teacher and library aide programs with federal money from Title I, and Title II of the Elementary and Secondary Education Act.

The data in Table I, page 25 present the following information:

1. Aides work from 20 to 40 hours a week.
2. The hourly and monthly rate of pay is very flexible.
3. Only one district offers the minimum monthly salary of $130.
4. Salaries per month for those aides who work 30 hours a week range from $175 to $200.
5. Salaries per month for those aides who work 40 hours a week range from $200 to $360.
6. Out of 17 districts, only 2 districts indicate the same arrangements for hours per week, hourly salary, and monthly salary.

TABLE I

HOURS AND SALARIES OF TEACHER AIDES
IN SELECTED SCHOOLS

Number of Districts	Hours per Week	Monthly Salary	Hourly Salary
1	20	$130	(1.63)
1	30	175	(1.45)
1	30	180	(1.50)
2	30	200	(1.67)
1	35	200	(1.43)
1	40	200	(1.25)
1	40	215	(1.34)
1	40	235	(1.47)
1	40	250	(1.55)
1	40	256	(1.60)
1	40	260	(1.63)
1	40	270	(1.70)
1	37½	275	(1.83)
1	40	300	(1.88)
1	40	350	(2.19)
1	40	360	(2.25)

The following additional information was gathered in the course of the survey:

1. No district provides formal contracts for aides.

2. No formal provisions are made for such fringe benefits as sick leave or vacations.

3. No provisions are made for increments within the aide job for official performance rating or salary increments.

4. No provision is made for continued employment or tenure.

5. Ample labor supply appears to act as a deterrent in the amelioration of disparities and inequities in hours of employment and/or salaries among the districts.

6. Differences in hours of employment or in salaries among the districts are not to be construed as relating to the nature and type of work the aides perform. There is no relation between the type of assignment the aide is given and the salary she receives for her work.

7. With the exception of one district, aide positions are not included in the regular school budgets of the surveyed school districts, with the result that assignments to aides are made primarily in special programs, remedial programs, or programs involving slow learners.

8. No surveyed district has employed aides for more than four years; only one district has employed an aide for as long as four years.

Those aides who are at the low end of the wage scale continuum indicated that a wage increase would be much appreciated and put to good use. However, these aides as well as those earning the better salaries asserted that money was not the important job objective for them.

Commensurate with this point of view, aides indicated that being connected with education, with a school, and having personal association with teachers provide a sense of personal worth and dignity, a kind of ego support that places the question of salary in a position of relatively minor consideration within the total picture. To these aides, conviction that their services are important gives them a feeling of satisfaction that enables them to accept what they acknowledge is low remuneration.

It is of importance to report that in the interviews with aides, notwithstanding the above comments, it was suggested that when the aide program becomes better established, more clearly defined, and increasingly strengthened, both salaries and fringe benefits will come to the fore as of more importance than they now are.

The question of whether teacher aides who work in the Federal education support programs of schools in Texas are covered under the wage law is still to be solved. Under the new amendment to the Fair Labor Standards Act passed by Congress in September, 1966, provisions were made for state school systems to comply with minimum wage standards. Texas is one of 27 states now contesting this amendment.

III. CRITICAL ISSUES

Some basic critical issues with regard to the parameters of the teacher aide role have been revealed by the investigation. Defined in terms of activities or situations, examination of operational descriptions of the teacher aide role reveals four large general areas: (1) skills, knowledge, and training; (2) administrative; (3) interpersonal relations; and (4) behavioral.

The accepted rationale for employing teacher aides in the surveyed schools is to relieve the professional staff of nonprofessional duties or to supply needed assistance in special programs. Aide assignments include (1) assisting the principal through generalized help throughout the school, (2) assisting one or more teachers by working for them in and out of the classroom, and (3) assisting the children in a direct and personal way inside and outside the classroom. With respect to these activities the critical issue of teacher aide utilization arises. What is the exact emphasis on teacher aide utilization in the school? Does it mean more individual instruction? An expanded or enriched program? Released time for the teacher to prepare lesson material?

The study reveals that different schools want to use the services of aides differently, depending on their own special needs and according to the kinds of aides available.

Skills, Knowledge, and Training Parameters

Aides with little or no formal education beyond the twelfth grade appear to be successful. Aides from the school neighborhood often become a bridge between school and community. Those who have chosen to be aides like to work with children, enjoy the flexible hours of work, tend to welcome a challenging situation, and will accept general clerical or lunchroom duty as part of their job if interesting assignments are included.

Aides believe that they become increasingly useful to the professional staff as they gain experience. They consider it important that the assignments they are given make use of their skills. They believe that part of their usefulness is the informality of their relations with the children - that they are people who have time to listen and to offer a helping hand when it is needed.

Most principals interviewed state that specific duties of aides should not be spelled out and that special skills should be used to meet unexpected situations. They state almost unanimously that in defining the parameters of the teacher aide role, only the things aides can do should be delineated. Setting rigid limits may later become pitfalls. Principals interviewed feel that expressing a philosophy will be more helpful than establishing a set of rigid rules.

Aides sometimes enter the school at a time when training sessions or orientation sessions are not available, or they are in an entirely new or specialized situation. Others have attended training sessions in the school district or have participated in workshops held in other districts.

In terms of aide success, the crucial issues appear to be:

1. What common denominators will be successful as criterion measures to determine the task assignments that aides will be asked to perform?

2. Should a definitive, structured aide training program be instituted district-wide, county-wide, or region-wide? Is such a program necessary and/or desirable?

3. Should aides be trained to do specific jobs or carry out specific assignments in order to be most effective, or should aides be trained in general skills in order to perform most effectively as support for the school instructional program?

4. Will the aide employed at the junior high school or senior high school level have to be trained differently from the aide employed at the elementary school level?

Administrative Parameters

Fitting the aide to the job - and in many cases the job to the aide - appears to be the key to success. The administrator as the interpreter of the teacher aide program to the professional staff and to the community is faced with the following crucial issues:

1. Will local initiative meet the challenge of supporting an aide program should federal funds be withdrawn?

2. Will local initiative meet the challenge of extending and expanding the federally supported teacher aide program in

order to increase the number of aides assigned to each school to support more effectively the school's instructional program?

3. How soon will the wide span in salary become an issue in teacher aide recruitment?

4. What means will be used to meet the salary question?

5. Who shall be charged with the responsibility of supervising aides: the principal, the assistant principal, the librarian, teachers, etc? One, more than one, or all?

6. Is the aide to be categorized as a semiprofessional, paraprofessional, clerical, secretarial, library, etc?

7. Should individual aides be assigned totally to the teaching staff, or partially to the teaching staff and partially to the administrative staff of the school? If partially, in what proportions?

Interpersonal Relations Parameters

Aides generally report many satisfactions in their work. Some have begun to further their education. Teacher aide work seems to offer a certain "professionalism" that aides find rewarding. Aides report that tact, ability to communicate with people at various levels, emotional stability, and flexibility are qualities vital to successful interpersonal relations on the job. They agree that the atmosphere, the control, and the curriculum of the class are the teacher's responsibilities. They further concur that the teacher dispenses the authority under which auxiliary personnel operate effectively in the classroom. Teacher aides believe that when the teacher is sufficiently secure in her position to tolerate another adult in the classroom, the pupils stand to benefit greatly.

Teachers agree that aides benefit students. Some teachers are satisfied with aide assistance and feel comfortable with an aide in the classroom; others believe that aides need more training and guidance in performance of duties; and some hold that teachers need more skills and training in preparing assignments so that aides can fulfill their role more effectively. Teachers interviewed state that sound interpersonal relations between aide and teacher are basic to productive results.

In terms of aide success, the crucial issues appear to be:

1. Will administrators, teachers,and librarians need training in management techniques in order to more successfully make assignments to aides?

2. Will aides need sensitivity training in interpersonal relations in order to maintain a satisfactory working relationship with the classroom teacher?

Behavioral Parameters

There is general consensus among principals, supervising teachers, and aides that behavioral parameters is a very important area. In terms of aide success, the crucial issues appear to be:

1. Are definitive behavior characteristics essential in carrying out aide assignments effectively?

2. Will the aide employed at the junior high school or senior high school level have to have a different background and a different set of experiences from the aide employed at the elementary school level?

An issue that the investigator thought important but one to which sensitivity was not reported was the legal question. In the area of teacher aide responsibility on the job, what will constitute legal negligence? What are the legal implications in assigning nursing duties to a teacher aide? Can a teacher aide legally supervise children on a playground? If a child is injured, where does a teacher aide stand vis-a-vis the teacher and the principal?

If classifying the role of the teacher aide by function clarifies her role in the school, delineating the parameters of the role should assist in the classification-clarification process. Uncovering critical issues underlying the parameters of the teacher aide role points to need for further research to make more specific the entire classification process.

IV. CONCLUSIONS

Interpretation of the data with regard to the parameters of the teacher aide role leads to conclusions falling into four main headings: defining the role of teacher aides, training of teacher aides, funding of the teacher aide program, and utilization of teacher aides.

Defining the Role of Teacher Aides

There is a definite place in the school for paraprofessional assistants. Teacher aides who are carefully selected for their personal qualifications and fortified with an appropriate program of training can directly enhance a child's self-image and his general attitude toward school. Further, the assistance rendered directly to the teacher can reduce the workload and thus enable the teacher to devote more time to professional activity. Evidence in the interviews supports the conclusions that teacher aides can utilize new insights in the dynamics of interpersonal relations in highly constructive and inventive ways.

The role of paraprofessional assistants should be defined initially, in order to provide a frame of reference for a new set of relationships. This would prevent either underutilization of aides by professionals, who are as yet unconvinced, or overutilization of aides by administrators who are faced with manpower shortages.

There should be a balance between role definition which delineates the specifics and role development which can give variety and scope to the program. Any overemphasis on role differentiation and role prerogative should be avoided as should any emphasis on rigidity and divisiveness. In this connection, the functions of individual aides and of the professionals with whom they work should be developed with reciprocity in terms of the dynamics of each specific situation.

It appears that the total range of teaching functions calls for examination. There is need to differentiate those functions which may be delegated to nonprofessionals, e.g., monitorial, clerical, etc., from the more important functions directly related to instruction as well as home-school relations in which assistance of nonprofessionals appears to be of value. Teaching functions need to be carefully examined in order to identify the more complex and highly professional functions which should be performed by a teacher

alone, e.g., diagnosis of the learning needs of pupils and planning programs to meet these needs.

The effectiveness of an aide program is enhanced to the extent that there is active involvement of teachers and principals at every stage of the planning and operation of the program. This is an essential ingredient of success. It is, therefore, recommended that teachers and principals confer periodically on plans for aide utilization, so that the general role and assignment of the teacher aide be clearly defined and understood by all concerned at the very outset of her employment at a school. When the principal and the teacher view the teacher aide role differently, the aide is caught in the middle. Decision-making in this regard involves established policy to answer such questions as the following.

Should the aide be given tasks involving typing? Mimeographing? Handling visual aid equipment? Working with groups of children in the classroom? Supervising the children when the teacher is out of the room? Taking a sick child home? Talking to parents over the telephone?

Should an aide be given an assignment in the principals' office performing secretarial or clerical tasks?

Should an aide be given different assignments each day, or each week, or each month? At times in the principal's office, or in the office of the school secretary, or for one or two teachers, or for an entire grade level, or for a particular section or group of children?

Job descriptions and duties for aides for individual school districts should be carefully planned and specified before aides are employed. Details of job specifications should reflect the unique needs of each local school district, and should fulfill those special local needs in order to enable the teacher aide program to effectuate its goals in the district.

Those who plan job descriptions should bear in mind that personal qualifications such as maturity, general attitude, warmth of personality, flexibility, and interest in children are those items considered by respondents in the interviews to be the most important components of successful aide performance, and these qualifications should, therefore, be given primary consideration in the selection of aide candidates. Furthermore, aides should be at least high school graduates; they should be versatile and resourceful, and possess the abilities and the desire to work with and to understand children. It is important to note here that clerical experience or knowledgeability in clerical tasks before becoming an aide is very helpful in many task assignments.

Aides appear to serve as role models and thus may be significant motivational factors in the child's development. Aides who come from backgrounds similar to the children in any particular school area are particularly well-equipped to relate personally to individual children. This is especially true with regard to the aides in the study who have instructional and community service assignments. The evidence indicates that these aides have had a significant effect on the family's general attitude as well as on the child's general attitude towards school, for they frequently establish communication with pupils and parents in school situations and help reduce home-school alienation.

Training Teacher Aides

Results of the study indicate that persons of various backgrounds and levels of formal schooling can be trained to perform aide roles effectively in a school setting. However, there appears to be a significant lack of preparation and training before the aides are assigned to a school. Adequate provision should be made for a program of preservice orientation for aides. Such an orientation program should involve the school, its philosophy, its practices, and its place in the community. It should enable aides to become acquainted with the basic ethical practices in teaching and to develop respect and understanding for the status of the professional teacher. It should further provide opportunities for experiential learnings in order to strengthen theory. Such experience should be provided either through a practicum or in an actual on-the-job work experience, under close and highly competent supervision.

A program of preservice orientation for aides should emphasize (1) job responsibility and professional conduct; (2) details of school personnel, school regulations, etc.; (3) instruction and practice in the handwriting system used at the grade level where the aide will be working; (4) instruction and practice in the various school record forms, with special emphasis on accuracy and neatness; (5) a workshop in the instruction and use of audiovisual equipment and machinery; (6) a workshop in the instruction and use of the ditto machine, the mimeograph machine, and the preparation of stencils or master copies; and (7) information about the various school and community services available in the neighborhood.

This list is neither complete nor in order of importance. It presents a few important areas that should be included in a successful program in order to equip an aide with needed confidence and skill in working in a school.

A preservice training period of from two to three weeks should be set up by the district for all newly-employed aides. Classroom

observation periods should be built into the program. It might be particularly effective to assign aides during the training period to the grade level where they will be working.

Results of the study indicate that a teacher working with an aide is often as much in need of formal training and preparation as is the aide herself. From this we can deduce that when teachers and aides together participate in demonstration programs as trainees, the effectiveness of training should produce excellent teamwork for achieving established goals. In order to utilize the services of an aide successfully, the teacher must understand not only what the aide can do and what she expects to do, but he must understand and appreciate the contribution that a second adult in the classroom is able to make, and the new role which emerges for the teacher who has available to her the services of an aide. Without preparation to handle the situation, the tendency is for the teacher to stumble towards some reasonably satisfactory working relationship with the aide, unaware of the potential for himself as a professional. Consequently, it is imperative that a teacher training component be built into a teacher-aide training program.

Employment should precede training, so that aide trainees are given orientation for an actual job assignment. Provision should be made for professional personnel and aides who will be working together on the job to receive preservice training on a team basis.

The school system or systems in which the aides are to work should be involved in the planning in order to enable the directors of the training program to render it more relevant to the employment situation. In this connection, provision should be made for complete training of teacher aide trainers and supervisors. There should be orientation of administrators and professionals with whom aides will be working. Opportunity should be provided for expression of any doubts or resistance which may exist, as well as for the consideration of what has become the new and challenging leadership role of the teacher vis-a-vis the aide, and also the new supervisory role of administrators vis-a-vis teacher-aide teams. Perhaps a practicum should be included where teachers and aides try out and evaluate their team approach, under the supervision of the training staff.

Extending out from preservice training, there should be a continuing program of development and supervision of aides, so that different levels of work responsibility will have comparable training available. It is vital to develop feedback with a spirit of openess to suggestion in order that dynamic role concepts and relationships emerge that have relevancy in each specific, unique situation.

The investigator considers it important that the teacher aide program seek and receive support from higher education. Junior colleges could develop programs for aides who move into roles requiring added knowledge and skills. Colleges of teacher education could provide educational opportunities for aides who desire to qualify for advancement to the professional level. Colleges of teacher education could also incorporate into their curriculum the expanded role concept of the teacher as leader and manager, able to organize appropriate resources, both human and material, in meeting the needs of children.

Funding the Teacher Aide Program

In 16 surveyed districts, teacher and library aides are paid out of Title I and Title II funds. One district funds its own program. Assignments are made primarily in special programs, remedial programs, or programs involving slow learners. In only one district did the investigator find an aide who had been employed in a school for four years. (No district has employed aides for more than four years.) In the fiscal realm uncertainty as to continued federal funding is a major problem. Administrators interviewed in the study feel certain that school boards recognize the indispensability of aides once they are introduced into a school, and that, if necessary, they will locally fund such a program should federal support be withdrawn.

Until the teacher aide and library aide positions are included in the regular school budget of the local school district, until they are considered an accepted rationale of the concept of differentiated staff utilization, and until school districts make specific provisions for performance rating, salary minimum, salary increments, and fringe benefits, the schools must expect a high rate of job turnover. In other words, each step on the aide career ladder should be specified in terms of job descriptions, salaries, increments, and fringe benefits, moving from simple, uncomplicated functions to more responsible functions more directly related to the learning-teaching process. It is significant to point out that though encouragement should be given to aides who seek to advance their training, others who prefer to remain at any one level should be made to feel no lack of job satisfaction, status, or recognition of the worth of their services. This input is a basic, essential ingredient in the very nature of the teacher or library aide job.

Utilization of Teacher Aides

Data secured in the survey indicate that many noninstructional duties that teachers and librarians perform can be successfully

accomplished under professional direction, control, and guidance by adults who are neither trained as teachers and librarians nor have education beyond the high school diploma. There appears to be no correlation between formal education and successful performance.

While in most instances aides should assume only noninstructional duties, relieving teachers and librarians of necessary, time-consuming tasks not directly related to instruction, specific aides can, with direction and guidance, successfully carry out instructional duties, and, in fact, fulfill the responsibilities of a teacher or a librarian under certain defined conditions.

This is not to imply that aides should replace certified teachers or certified librarians. It seems practical and feasible, however, to recognize that, in peculiar situations where unique conditions warrant, aides with some college background are able to perform with success in a teacher relationship with pupils.

By releasing teachers from routine but necessary nonteaching chores, aides can free the certified teacher or the certified librarian so that time is available to do the job teachers and librarians are trained to do: Help children learn. The fact that aides can free the teacher's or librarian's time is no automatic assurance that this is what happens in every school where aides are employed. It must become an accepted responsibility of each individual school district to arrive at a very definite determination as to what the exact emphasis on teacher aide and library aide utilization will be in that district's schools and to lay out a plan and a program to implement this emphasis. Administrators, supervisors, teachers, and specialists will have to rethink their roles and relationships when aides are introduced into a school system, in order to develop viable, purposeful teams able to meet and satisfy pupil needs. What this investigator is saying, in essence, is that the introduction of aides appears to serve a catalytic function in the development of all the roles in the school.

Only when school districts know exactly where, in their model of instructional goals, teacher and library aides fit into the picture, can aides be the kind of support to the schools' instructional program that is implicit in the very nature of the job. The classroom teacher is still the pivotal factor in organizing all the various available resources into a program of education differentiated to meet the needs of every child as he has diagnosed them. In the performance of this task the teacher is accountable to the administrator, to the pupils and their parents, and to himself as he hopefully evaluates the success of his utilization of the relevant inputs in the learning environments he has created.

Such an approach requires the involved cooperation of aides when they are available. The introduction of other adults to assist

the teacher in the classroom, whether directly or indirectly, provides an opportunity for more one-to-one relationships with the learners, both for the teacher and for the aide. A wider range of activities, more freedom of movement, and more small groupings are feasible in an aided classroom than is possible for one person. Parents, as aides, can interpret the school's goals to other parents and to the community. Through close interaction, parents, as aides, and teachers have the potential of altering each other's perception and behavior, thus reducing the polarization of styles of life in the home and school.

Today, in a climate of change, a searching self-evaluation has been initiated by many teachers and administrators. The aim of this self-evaluation is to discover how to reach <u>every</u> child. The introduction of aides into the schools has strengthened such self-analysis. It was evident in the study that teachers find they have to clarify their own goals and practices for themselves before they can interpret them to their assistants. To make the teacher's new leadership role productive, and to make the supporting role of the aide effective, each member of the team must learn how to perform a particular task in such a way that the work skills balance and fortify each other. Each aide's services must be flexible to meet unique situations in individual schools. Only in this way can administrators expand the parameters of the teacher aide role and build a sound program of aide support to the teaching-learning process.

APPENDIX

Form A
Principal

Interview Questionnaire - Teacher Aides

1. School District _____ Superintendent _____

2. Name of School _____ Street Number _____

3. Name of Principal _____ School Enrollment ____Faculty____

4. Principal's Introductory Remarks:

   a. What is your aide called?

5. Organizational Structure of School:

Form A
Principal

6. Total Number of Aides____: Male ___ Female___ Married ___ Single ___

Hours: per day _____ per week_____

Salary: _____Source of funds: (Total budget) federal ____
state ____
local ____

7. Minimum qualifications for employment:

		No. Years		
Training:	High school diploma	_____		
	Junior college	_____	_____	(field)
	Senior college	_____	_____	(major)
	College degree	_____	_____	(field)
	Teaching certificate	_____	_____	(area)
	Public school experience	_____	_____	(level)
	Business school	_____		

8. Immediate supervisor of aide(s): classroom teacher(s) _____
secretary-clerk _____
principal _____
assistant principal _____
supervisor _____
librarian _____
other _____

9. Aide assignment: Number per grade level _____
Number per teacher _____
Number per section of teachers _____
Number per team of teachers _____
Number per special program or assignment _____

10. Name of aide	Grade level	Supervisor	Specific task	Time schedule	Percent of total time

11. Do aides: Prepare lesson material _____
Prepare bulletin board material _____
Grade papers _____
Compute grade averages _____
Other _____

12. Do aides: Drill in prepared materials following teacher instructions _____
Develop bulletin boards from material that teachers prepare _____
Grade objective tests only, following teacher answer guides _____
Enter grade averages, computed by teacher, into grade books _____
Other _____

13. What specific tasks occupy a major portion of aide time?

14. What specific tasks take up the smallest portion of time?

15. What assigned duties are most effectively performed?

16. What assigned duties are least effectively performed?

17. Does your district have a training program for aides? Yes ___ No ___
If yes, describe program:

18. Describe training programs other than district-planned in which your aide(s) have participated:

19. Is an aide training program needed?

20. What method do you use to evaluate results of aide training sessions?

a. What methods do you use to evaluate your aide?

b. In the area of teacher aide responsibility on the job, what will constitute legal negligence?

21. Does the amount of released time gained by teachers through assignment of aides improve teacher efficiency? Yes ___ No ___ If yes, in actual instruction? _____ In preparation for instruction _____ Amount of time _____

22. Essential personality characteristics:

23. Is the reaction of children to aide positive _____ negative _____

24. To what degree do aides and certified teachers work together in planning and improving the learning process? Very effective ____
Partially effective ____
Ineffective ____

25. What provision is made for allowing and encouraging aide to contribute ideas and demonstrate creativity:

26. Are natural and/or trained talents considered in making assignments? Yes ____ No ____ If yes, how?

27. Are provisions made for aides to participate in: inservice training programs for teachers ____ teacher planning meetings___ faculty meetings ____PTA meetings ____ other _____

28. From your experience with the teacher aide program in your school, what should be the future role of the teacher aide in the instructional program? (type of assignment, type of tasks, training)

Form B
Supervisor

Interview Questionnaire - Teacher Aides

1. Name_____ Position_____

2. Name of aide supervised _____

3. Specific Task Assignment | Time Schedule | Percent of Total Time

4. Does aide:
   - Prepare lesson material _____
   - Prepare bulletin board material _____
   - Grade papers _____
   - Compute grade averages _____
   - Other _____

5. Does aide:
   - Drill in prepared materials following teacher instructions _____
   - Develop bulletin boards from material that teachers prepare _____
   - Grade objective tests only, following teacher answer guides _____
   - Enter grade averages, computed by teacher, into grade book _____
   - Other _____

6. What specific tasks occupy a major portion of aide time?

7. What specific tasks take up the smallest portion of time?

8. What assigned duties are most effectively performed?

9. What assigned duties are least effectively performed?

Form B
Supervisor

10. What assigned tasks has aide been unable to perform?

11. Are natural and/or trained talents considered in making assignments? Yes ___ No ___ If yes, how?

12. What provision is made for allowing and encouraging aide to contribute ideas and demonstrate creativity?

13. What training program is needed to equip teachers to assign tasks more skillfully?

14. General Remarks:

Form C
Teacher Aide

Interview Questionniare - Teacher Aides

1. Name _____Grade/Section Level _____

2. Name of Supervisor _____Position _____

3. Have your background and experience helped you in your job? Yes ___
No ___ If yes, how?

4. Do you: Prepare lesson material _____
Prepare bulletin board material _____
Grade papers _____
Compute grade averages _____
Other _____

5. Do you: Drill in prepared materials following teacher instructions _____
Develop bulletin boards from material that teachers prepare _____
Grade objective tests only, following teacher answer guides _____
Enter grade averages, computed by teacher, into grade book _____
Other _____

6. What specific tasks occupy a major portion of your time?

7. What specific tasks take up the smallest portion of time?

8. What specific tasks are assigned to you that you do not like to do?

9. <u>Specific Task Assignment</u> <u>Time Schedule</u> <u>Percent of Total Time</u>

10. What provision is made for allowing and encouraging you to contribute ideas and demonstrate creativity?

11. General Remarks: